DOCUMENT RESUME

ED 209 469 CE 030 462

AUTHOR Gardner, Daniel L.; And Others
TITLE Improving the Ceta-Adult Education Linkage. A Staff Development Model.
INSTITUTION Florida Atlantic Univ., Boca Raton. Coll. of Education.
SPONS AGENCY Florida State Dept. of Labor and Employment Security, Tallahassee.
PUB DATE 81
GRANT 81ET-94-12-00-05-003
NOTE 50p.; Prepared by the Adult Education Office.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Education; Articulation (Education); Coordination; Educational Cooperation; Educational Resources; Guidelines; *Inservice Teacher Education; Learning Activities; *Linking Agents; Models; Participation; Planning; Program Descriptions; *Program Development; Program Implementation; *Staff Development; *Teacher Workshops; Workshops
IDENTIFIERS *Comprehensive Employment and Training Act; Florida

ABSTRACT

Designed for use by those who intend to improve the Comprehensive Employment and Training Act (CETA)-adult education linkage through staff development activities, this guide includes a description of CETA purposes, adult education programs, educational linkages, staff development considerations, and support material. The CETA-adult education linkage, CETA employment and training programs, and Florida's adult education programs are described. Various types of educational linkages and coordination are discussed. Presented next is a staff development model that takes into consideration staff development benefits, needs, barriers, and resources. Strategies are set forth for on-going staff development in five areas (organizational analysis, involvement, planning, staff development activities, and follow-through and implementation). Outlined next are various phases of staff development workshops, including the pre-planning, planning, implementation, and follow-through stages. Appendixes contain brief descriptions of CETA; Florida adult education program support; and lists of resource persons, Florida Atlantic University resources for adult education staff development, selected additional resources, and CETA and adult education agencies by Florida counties. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED209469

A STAFF DEVELOPMENT MODEL

Improving the

Ceta-Adult Education Linkage

Prepared by

Daniel L. Gardner, Ed.D

Susan C. Gunn, M.Ed.

Arthur W. Burrichter, Ed.D.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Adult Education Office
Florida Atlantic University
Boca Raton, Florida 33431

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Daniel L. Gardner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

In cooperation with
State of Florida
Department of Labor and Employment Security
Division of Employment and Training
Tallahassee, Florida 32301

CE 030 462

STAFF

Dr. Arthur W. Burrichter
Professor and Director of Adult Education Programs

Dr. Daniel L. Gardner
Assistant Professor of Adult Education
Project Director

Susan C. Gunn
Staff Development Coordinator

Marcia A. Varkett
Project Secretary

Adult Education Office
College of Education
FLORIDA ATLANTIC UNIVERSITY
Boca Raton, Florida 33431

This document reports research conducted with the support of Grant 81ET-94-12-00-05-003 funded to Florida Atlantic University by the Division of Employment and Training, Florida Department of Labor and Employment Security under the provisions of Title II, Section 202 of the Comprehensive Employment and Training Act. The opinions and procedures expressed herein do not necessarily reflect the position or policy of the funding agency.

1981

PURPOSE

This document provides useful information for those who intend to improve the CETA - ADULT EDUCATION LINKAGE through staff development activities. It includes a description of CETA purposes, adult education programs, educational linkages, staff development considerations and support material. It advocates for the use of staff development as a process to improve or maintain coordination between CETA prime sponsors and adult education agencies.

Staff development activities involving intake/referral counselors, instructors and coordinators will foster broader acceptance of program purposes, procedures and participants. This document will assist those who organize staff development activities to be successful in their responsibilities. It is appropriate for use by CETA or Adult Education staff developers.

COORDINATION

STAFF DEVELOPMENT
AND
PROBLEM-SOLVING

BETTER
COORDINATION

ACKNOWLEDGEMENTS

The project staff thanks the following persons for their input and assistance in making available resources for research and staff development.

JEANNETTE BACON
Leon County Schools

ABBIE CAMERON
Manatee Employment & Training Administration

CYNTHIA CLEAR
Broward County Schools

RONALD FROMAN
Orange County Schools

FLOYD HAGER
Manatee Vocational/ Technical School

DR. JUNE HALL
Pensacola Jr. College

LAURA JACKSON
Palm Beach County Schools

DALE JENKINS
Pensacola Jr. College

KEN KISTNER
South Florida Employment & Training Consortium

LARRY KRAUSE
Broward County Schools

MARSHA LAWSON
Florida Department of Education

SUE MINCEY
Flagler County Schools

DAVE MURRAY
Brevard County Schools

LELIA OLIVER
Escambia Employment & Training Administration

GREG OLSON
Orange County Schools

WILLIAM PEED
Lee County Schools

ROSE RENDA
Orange County Schools

DR. MICHAEL ROBBINS
Palm Beach County Schools

ANITA RODGERS
Orange County Employment & Training Administration

JIM STEPHENS
Lee County Schools

TED TILLIS
Manatee County Schools

LENNETTE STEWART
Volusia Employment & Training Administration

SUSAN WARBURTON
Palm Beach Employment & Training Administration

DR. DON WHITE
Broward Employment & Training Administration

DR. MAURICE WILSON
Dade County Schools

Special thanks is extended to Mr. Frank Cleveland, State-wide services, Florida Division of Employment and Training for his technical assistance and encouragement.

TABLE OF CONTENTS

staff ..... *ii*
purpose ..... *iii*
acknowledgements ..... *iv*

CETA-ADULT EDUCATION LINKAGE..... 1

CETA--EMPLOYMENT AND TRAINING PROGRAMS..... 2

FLORIDA'S ADULT EDUCATION PROGRAMS..... 3

program definitions 5
teacher competencies..... 6

EDUCATIONAL LINKAGES AND COORDINATION..... 7

STAFF DEVELOPMENT MODEL..... 10

benefits, needs 11
barriers, resources 12

AN ONGOING STAFF DEVELOPMENT STRATEGY 13

organizational analysis..... 13
involvement, planning 14
staff development activities, follow-through..... 15

DOING WORKSHOPS FOR STAFF DEVELOPMENT..... 16

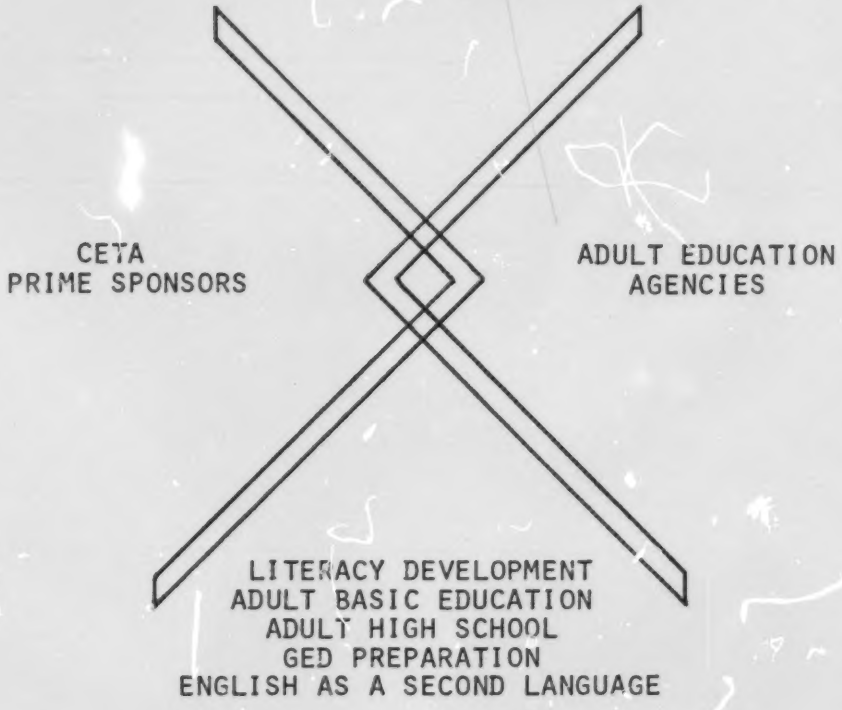
pre-planning 17
planning 18
beginning the activity .....
conducting the activity .....
follow-up 19
the staff developer .....
final comment..... 20

REFERENCES..... 21

APPENDIX..... 23

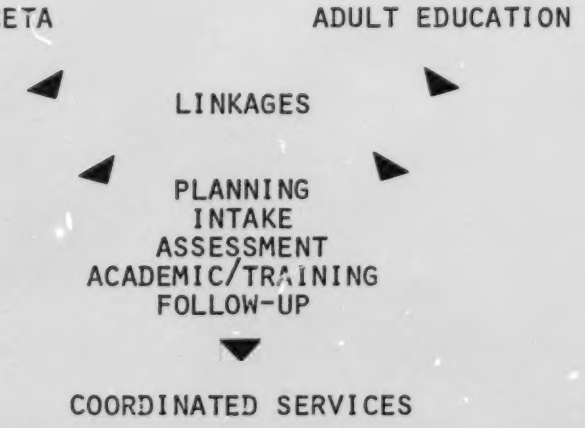
Comprehensive Employment and Training Act..... 25
Florida adult education program support..... 28
resource persons/staff development..... 30
FAU resources for adult education staff development. 32
selected resources 34
other resources for the staff developer..... 35
CETA and adult education agencies by Florida counties 36

CETA - ADULT EDUCATION LINKAGE



THE CETA - ADULT EDUCATION LINKAGE

Coordination between CETA agencies and adult education agencies is logical, practical and wide-spread in Florida. CETA prime sponsors are charged with assisting economically disadvantaged persons to become employed. This often requires the development of basic skills or the acquisition of a adult high school diploma or GED certificate. Adult education programs assist undereducated adults to develop basic skills and acquire a high school diploma or GED certificate. Adult Education agencies provide programs that CETA prime sponsors need and use as a part of their program. CETA prime sponsors provide students and additional resources for Adult Education agencies. In many communities, these programs are also linked for outreach, recruiting, and counseling processes. Ongoing communications and strong linkages are important at all levels of these organizations for coordinated services.



CETA - EMPLOYMENT AND TRAINING PROGRAMS

The Comprehensive Employment Training Act (CETA) has had an impact on nearly every community in the United States. It was based on the understanding that local labor markets differ in the degree of employment and the character of local institutions and in the best position to determine needs and to administer services to impact local employment problems.

Basic decision-making authority for the majority of program dollars in CETA resides with cities and counties with more than 100,000 people or with consortia of cities and counties which, in aggregate, total 100,000 or more in population. Agencies granted this decision-making authority are called prime sponsors. Small towns and and rural areas that are not contiguous or choose not to join one are together into a "Balance of State" prime sponsorship administered by the state.[1]

Purposes:

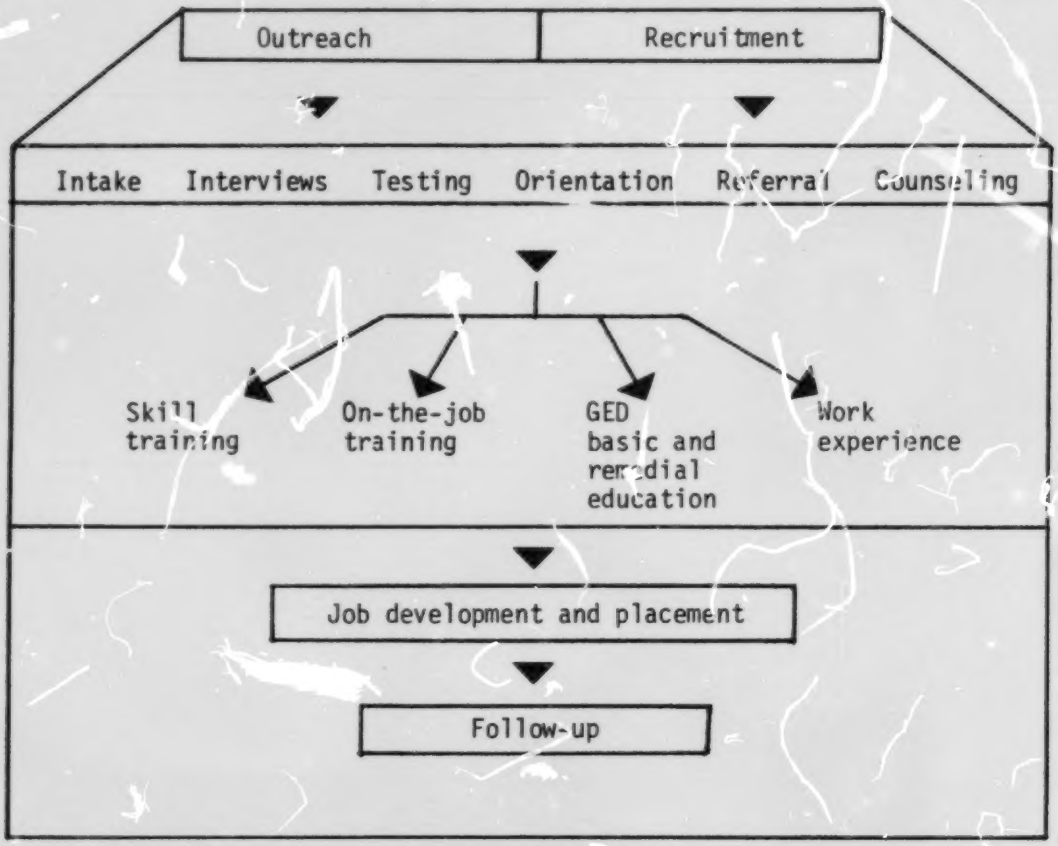
1. Establish a flexible and decentralized system of federal, state, and local programs;
2. Provide job training and employment opportunities for the economically disadvantaged who are either unemployed, underemployed, or attending secondary schools; and
3. Assure that training and other services will lead to maximum employment opportunities and will enhance self-sufficiency of participants.

Florida has twenty-two prime sponsorships. These are held primarily by county commissions; some consist of several county commissions in consortia; the City of Tampa holds a sponsorship separate from Hillsborough County; and "Balance of State" prime sponsorships is administered by the Florida Department of Labor and Employment Security. These prime sponsors administer a host of activities including those that interface with local education agencies. A description of various CETA provisions is contained in the Appendix.

CETA Prime Sponsors **USE** ▶ Community Input, Contracts, Funding, Programs, Advocacy, Training, Employment **FOR** ▶ Greater Employability and Employment

Prime Sponsors have the flexibility to contract with community-based organizations, social service agencies and/or with educational agencies to provide participant services. Some Florida prime sponsors provide intake and placement counseling while contracting-out other services.

CETA Participant Flowchart[2]



FLORIDA'S ADULT EDUCATION PROGRAMS

Adult Education can be defined as a process by which the instructional needs of an adult, as perceived by him or herself or others, are met through organized learning experiences. This broad definition would encompass almost any program in which adults are involved for the purpose of learning. The CETA - ADULT EDUCATION LINKAGE relates primarily to those programs that assist adults to develop basic skills necessary to enter specific vocational training or earn a equivalency certificates.

Persons of all ages (over 16) enroll in Florida's adult education programs. Typical student motives include (1) academic needs for basic literacy skills and high school completion, (2) economic needs for employment, (3) social needs for involvement; and (4) recreational interests.

Typical Programs

- Adult Basic Education
- Adult General Education
- GED Preparation
- English as a Second Language
- Community Instructional Services

ADULT BASIC EDUCATION (ABE) is a federally funded program to local education agencies through the state education agency. It is directed at those adults who lack basic literacy skills. This program is essentially elementary education for adults.

In recent years, Adult Basic Education teachers and administrators have given attention to the idea of functional literacy. This relates to the adults' ability to use skills and knowledge for meeting the requirements of adult living. The Adult Performance Level Study conducted by the University of Texas identified a taxonomy of five skill areas and five knowledge areas which relate to functional literacy. The five skill areas are (1) reading, (2) writing, (3) computation skills, (4) problem-solving skills and (5) speaking/listening. The five knowledge areas are (1) consumer economics, (2) occupational knowledge, (3) community resources, (4) health, and (5) government and law. These areas have been the basis for ABE curriculum development.

ADULT GENERAL EDUCATION (AGE) refers to programs which offer courses to adults for high school credits. Credits are earned for a locally granted high school diploma. Programs are supported by state funds.

ENGLISH AS A SECOND LANGUAGE (ESL) is provided for those adults who need to learn English in order to fully function in our communities. Programs are provided for those who are illiterate in their own language as well as those who may be well educated - but who don't speak English. This program is especially important in areas of Florida where large numbers of persons have migrated from other countries.

THE GENERAL EDUCATION DEVELOPMENT (GED) examination provides adults with the option of taking a test in order to qualify for a high school equivalency diploma. This examination includes five sub-test areas - reading, writing, mathematics, social studies, and science. Successful completion of the examination will earn the adult a State of Florida High School Diploma. Adult Education programs provide adults with learning experiences to assist them to prepare for the G.E.D. examination.

COMMUNITY INSTRUCTIONAL SERVICES (CIS) programs are provided to address community problems related to the environment, health, safety, human relations, government, child-rearing, consumer economics and homemaking. Adult education agencies usually provide CIS activities in the form of courses or seminars.

Adult education instructors are certified by the State of Florida to teach particular subjects. They are primarily employed on a part-time basis except in large communities where enrollments support full-time employment. Instructors are trained in particular subject areas - few have special training in teaching adults. Listed on this page are ten competency statements developed by adult education teachers. These are considered important competencies for teachers in adult basic education and general education programs.

In Florida, adult education programs are provided primarily through public school districts; however, in eight areas the community/junior college administers these programs.

Competencies:

1. Assess learning needs.
2. Use relevant and effective instructional methods.
3. Develop effective working relationships with adult learners.
4. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.
5. Develop and organize curriculum reflecting needs of adult learners.
6. Develop appropriate goals and objectives for adult programs.
7. Develop conditions which facilitate learning.
8. Demonstrate a commitment to lifelong learning.
9. Understand the purpose of adult education within the community.
10. Assist individual adjustment to the changing nature of our society.[3]

EDUCATIONAL LINKAGES AND COORDINATION

Educational linkages can be defined as formal or informal mechanisms that maintain coordination between agencies. Linkages are especially important where disadvantaged or unemployed persons are assisted in becoming economically independent of public assistance.

Linkages facilitate the effective use of community resources including adult basic education programs, employment services, employers, vocational/technical education programs, C.E.T.A. prime sponsors, community health services and social service agencies. The coordinated delivery of services is enhanced by linkage relationships including joint planning, joint use of facilities, advisory committees, staff development and information-sharing. Effective communication results in effective linkages for coordinated services.

Coordination

- Coordination is intended to achieve a greater impact from organizations by having them plan and work together.
- Coordination is more likely to occur when community leaders and the public encourage coordination and support joint projects.
- Coordination can be voluntary; voluntary with formal agreements; or it can be mandated.
- Coordination can involve joint planning, action, or evaluation of outcomes.
- Coordination of resources, programs, clients, and information is possible.
- Linkages maintain coordination.[4]

"The notion of agreeing upon, and mutually delivering employment and education programs is not always easy to implement. Various dynamics inhibit the exchange of ideas and the joining of resources. Some are:

- Program goals of various resources are frequently not viewed as compatible or complementary.
- Dialogue among agencies at staff, administrative and policy levels is sometimes limited.
- Differences in planning cycles and program start-dates exist between CETA and local education programs.
- Differences in curriculum design exist among programs.
- Accreditation of CETA programs by local education agencies is seen as a significant problem by some CETA and local education programs.
- Differences in performance standards exist between CETA and local education programs.
- In urban areas, the geographic location of various agencies and muncipalities make inter-agency travel and communication and intra-agency jurisdictions a growing problem."[5]

"Where CETA and education agencies have linked resources, common goals and complementary goals have increasingly been adopted. These goals have provided a framework for community wide efforts in many areas:

- To educate and train economically disadvantaged youth and adults for permanent, unsubsidized employment.
- To identify compatible programs for groups of individuals who are frequently unemployed and living in poverty; for example, high school dropouts, minorities, migrants, individuals with limited English, handicapped individuals and offenders.
- To encourage young people to remain in high school or to return to school.
- To provide employment assistance for individuals or to return to school."[6]

"Prime sponsors and local educators have also become increasingly aware of the need to jointly plan programs. Various elements of the planning process can be pursued as cooperative or joint efforts among community groups and agency staff. The following planning elements have been suggested for continued development at the local level.

- Joint needs assessment activities that research and monitor community employment, income and educational information.
- Early involvement of educational agencies in the annual CETA planning and development process.
- Development of channels for information exchanges among Educational Coordinating Committees, Prime Sponsor Advisory Councils, and other community based advisory groups. Information to be shared should include the numbers of persons currently being trained for occupational and career information, joint labor market analysis, and joint program evaluation." 7

"The ongoing delivery of programs involves numerous activities and sets of interactions among the staff of the cooperating agencies. Two formal approaches have been used in local areas to facilitate information exchange among education agency and CETA staff:

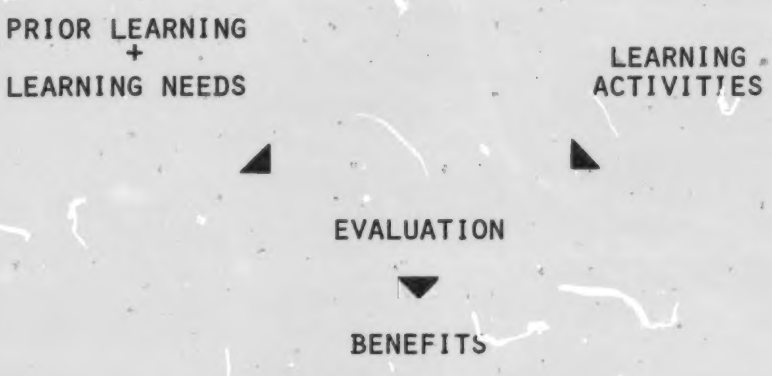
- Liaison positions have been identified to facilitate interactions among education agencies and CETA. In some areas, agency coordinators are established to assist linkages among all community resources.
- Staff development seminars, either on a formal or informal basis, have led to creative approaches for jointly deliverying and improving programs." 8

★ THE STAFF DEVELOPMENT MODEL ★

Staff development activities are an effective means to maintain and improve communication between CETA personnel and adult education personnel. It is a sponsored learning program designed to assist staff members so they can do a more effective job now and in the future. Activities are based on staff member's prior learning and job experiences, and the design of the CETA - Adult Education Linkages.

Staff development and communication will result through a variety of activities including workshops, problem identification meetings, and visitations. These are most effective when CETA and adult education staff members are involved in joint activities.

The staff developer's challenges include (1) designing programs which improve communication and understanding between CETA and adult education staff members; (2) assisting staff members to understand and adjust to change; (3) designing activities which help staff members improve their effectiveness; and (4) conducting programs which demonstrate or model processes and techniques which can be used with adult students.



★ Staff Development Benefits

Recognizing the benefits of staff development will assist the staff developer to gain support for the program. Some of these benefits may accrue:

- improved services to program participants.
- higher level of success among program participants.
- role clarification.
- morale building.
- elimination of duplicated services.
- needs identification.
- increased productivity.
- staff acceptance of procedures.
- information exchange and dissemination.
- facilitated change.
- increased communication.
- data and evaluation feedback.
- demonstrated cooperation.
- good public relations.
- appreciation for the human elements of the system.

★ Staff Development Needs

The Adult Education office of Florida Atlantic University conducted a study to identify staff development needs related to cooperative CETA and adult education programs. CETA prime sponsor personnel and adult educators (who work with CETA recipients) were surveyed. Major findings included:

- a significant number of respondents indicated that sufficient communication did not exist between adult educators and CETA personnel.
- respondents indicated a need to develop a higher level awareness of programs, regulations and processes employed in both CETA and adult education.
- there was an expressed need for better coordination of counseling practices.
- interest was expressed in expanding knowledge of curriculum materials, instructional skills and characteristics of disadvantaged adults.
- there was an acceptance of the need for staff activities directed at joint planning processes, general programmatic information and regulations, and community resources.[9]

★ Staff Development Barriers

The staff developer will realize that there exist very real barriers to staff development, particularly joint activities which involve both CETA and adult education teachers. Some of these are:

- weak linkages at the administrative levels.
- resources for staff development - who will pay?
- speaking the same language
  - talking CETA jargon
  - talking educators jargon.
- little or no leadership.
- vested interest.
- existing misconceptions.
- personnel turnover.
- part-time adult education teachers.
- unrealistic expectations on the part of the "other" agency.
- how information flows within each organization.
- limited "commitment" by decision-makers.
- staff entrenchment, burnout and apathy.
- previous "failures" at staff development.
- employee release time.

Overcoming these barriers is possible. In fact, successes are more likely in the CETA - Adult Education Linkage because the talents and resources of both systems can be mobilized.

★ Resources for Staff Development

The following are human and monetary resources available for CETA - Adult Education Linkage staff development.

- CETA funds may be granted or contracted specifically.
- School districts have funds for teachers inservice training. These are usually available through the Teacher Education Center.
- Adult basic education funds (Section 300 and 310) can be used for staff development.
- Release time is most often used to support involvement.
- The local university may have expertise to assist the staff development process. Some times the intervention of a neutral-third party - will greatly help things to move along.

★ AN ON-GOING STAFF DEVELOPMENT STRATEGY ★

TO THE STAFF DEVELOPER:

In order to effectively enhance linkages through staff development, it is important to consider an on-going process through which support is gathered and maintained, problems are identified and refined, and alternative solutions are determined. Constant feedback and relevant follow-through must also be integral parts of the process.

STEP I ▶ ORGANIZATIONAL ANALYSIS

Will there be support from administrators with decision-making responsibilities?

Are administrators aware of service-level problems?

Do administrators have a positive attitude toward "other" agency?

Is there someone within the organization qualified and experienced in delivering the staff development?

Are there resources, both people and fiscal, available to provide adequate information and funding?

Can you answer these questions for the "other" agency or know someone who can?

At this stage the important features are communications, money, and power to effect change. If these elements are not now present you may have to work within your own organization to do a "sales" job before preceeding.

STEP II ▶ INVOLVEMENT

Can you identify someone in the "other" agency who will take a leadership role?

Can you help them, or they you, with providing necessary information to administrators?

Who should be involved on the different levels of the organizations?

What do they need to know?

What do you need to know about them?

How will you involve them to establish goals and objectives?

Will they agree to provide on-going feedback?

Are these persons outside of both organizations who can provide assistance?

The important factor in Step II is "buy in" from those with responsibility to make changes and those responsible to implement changes. It is also important to identify persons or situations which may affect involvement.

STEP III ▶ PLANNING

Who will be involved in identifying goals and objectives?

Is there an organizational need that will take precedent? (ie. change in regulations, time-sheets, etc.)

Will the organizations select participants separately or collectively?

Who will take responsibility for assessing needs, contracting participants, making agendas, selecting consultants, etc?

What are the goals of the first meeting? subsequent meetings?

How will decisions be made for follow-through?

Have you considered what can realistically and practically be solved? What can not?

Who is responsible for accepting and communicating feedback?

The planning stage represents the heart of the on-going process. It is here that responsibilities are delineated, previous activities are evaluated, and feedback is transferred within and between organizations. Careful consideration of this stage will insure that activities are relevant and most likely to be successful.

STEP IV ▶ STAFF DEVELOPMENT ACTIVITIES

Do the participants know each other?

Do they understand each other's role?

Do they understand the objectives of the activity?

Can they work in small groups or do you need to select groups?

What other problems/needs have to be identified/considered?

Have you planned for feedback and follow-through?

How will changes/ideas be implemented?

Activities such as large workshops, small group meetings, spin-off committees, etc. can all be considered as part of the process. The most important point is the transfer of ownership and respect for participants since they must ultimately take responsibility for the problems and solutions. Participants also need to feel that their ideas are valued. The facilitator plays a significant role in recognizing participant contributions.

STEP V ▶ FOLLOW-THROUGH/IMPLEMENTATION

What decisions were made? Who will have the responsibility to implement?

What ancillary items needs to be completed? (send memos, inform administrators, gather further information, etc.)

Who will be affected by the solutions?

What else needs to be done?

Who will be responsible for further planning?

Follow-through and effective implementation demonstrate to participants that their efforts are worthwhile. It is marked by clear and open communications and the efficient fulfilling of promises. It also sets the stage for future activities.

Learning activities are a common means for staff development. They often are the primary planned means for working with staff. These sometimes are referred to as "workshops", "institutions", "temporary systems", "courses", "seminar" or "conferences". They are all vehicles to assist staff to learn and communicate in order that programs will be more responsive.

One of the best resources for staff development is the experience and expertise of staff members. Some very effective programs have been conducted in which instructors shared their experiences with other instructors. This model is based in sound adult education practice which recommends that learners be actively involved to share experiences and knowledge.

Staff development refers to the attempts to assist staff members to grow personally and professionally. A staff development system includes components of planning, assessing needs of staff, conducting learning activities and evaluating activities. These components relate primarily to group activities; however, they may also apply to individual learning opportunities. A staff development system requires good planning and facilitation. The following section describes essential aspects of such a system.

Pre-Planning

Staff development activities are based on goals or objectives that address the learning needs of personnel, the organization's needs and linkages. Before planning of specific activities these tasks are considered:

1. The perspective or orientation of the staff developer must be clarified. It is hoped that the staff developer or administrator will believe that training is worthwhile and effective in making a difference in what happens in the classrooms and the counselor's office.

2. The goals of the overall CETA - adult education program would be stated clearly, in order that the objectives of the staff development program can be established to enhance these goals.

3. The learning needs of staff must be determined. This can be accomplished through informal interviews of surveys or a formal needs-assessment. Usually a combination of informal and formal techniques is most successful.

The pre-planning process is an ongoing process. It continues during intervals between workshops, as well as during workshops. The staff developer is continually planning and revising plans.

> Most human organizations that fall short of their goals do so not because of stupidity or faulty doctrines, but because of internal decay and rigidification. They grow still in the joints. They get in a rut. They go to seed.
>
> John W. Gardner

Planning

Planning a learning activity or workshop includes developing goals and objectives; organizing participation; and developing conditions which will facilitate staff learning. Attention to these in advance of the activity will greatly enhance the success of the activity.

The following briefly describes key steps in the planning process.

1. Goals and Objectives This is the most important aspect of planning. Clearly stated goals and objectives focus efforts and attention on what is expected to result from the activity. They guide the planner, facilitator and the participants toward the desired end. They also clarify what is expected of participants. It is important that goals and objectives be achievable as a result of the learning activity.

2. Organize the Activity This includes those "things" that must be done before the activity in order to ensure that the activity has the best chance to meet learning needs. Considerations include:

   a. Budget -- Determining or allocating funds to support teacher involvement, supplies, travel and consultants.

   b. Personnel -- Acquiring the best persons to facilitate, serve on panels, evaluate or present information.

   c. Time and Location -- Accomplishing necessary arrangements in order to use a desirable facility at a convenient time.

   d. Analyzing Constraints -- Examing influences that might inhibit or restrict learning during the activity.

   e. Communication -- Inviting participants and consultants to participate. The pre-workshop letter is important to communicate what are the goals, what will happen, what is expected, who will be there, where it will be and when it will take place.

e. Develop Condition That Will Facilitate Learning The possibility of learning occurring will be increased if the workshop is conducted in a facility that is comfortable for adults. Attention should be given to seating, table space, public address systems, black-out curtains, restrooms, areas for recreation, dining facilities, group work areas and location. Learning will also be enhanced if, in advance, participants are selected and decisions regarding expected participant behavior are made.

Beginning The Activity

The establishment or development of effective working relationships with participants at the outset of the activity will enhance involvement. This can be accomplished by attending to or recognizing participant needs. Provide them information regarding the goals of the workshop, what is expected of them, who is there, what is going to happen, what will not happen, what the agenda is and how decisions are made. The facilitator should solicit expectations of the participants and clarify what will be accomplished or addressed during the activity. It also is important to provide a means for participants to become acquainted.

Conducting The Activity

During the activity, the facilitator demonstrates effective instructional methods, recognizes individual contributions and assists individuals to adjust to change. This may be accomplished by sequencing learning activities in an appropriate order, actively involving participants and providing for their input in decision-making. It also is important to provide time for recreation and relaxation.

Follow-Up

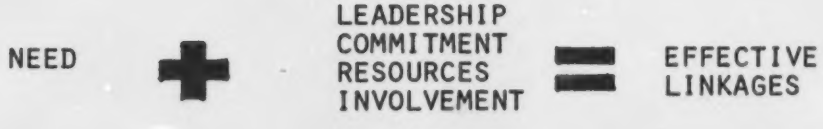
The follow-up to a learning activity is a demonstration of a commitment to lifelong learning. Follow-up activities or communications will invite participants to recognize that learning also takes place outside workshops, classes and other structured activities. Follow-up communications also provide a means to gather data for future activities.

The Staff Developer

Effective facilitation and coordination of learning opportunities is valuable to program improvement. The staff developer is the key agent for staff learning; hence program improvement. The knowledge and skills of the staff developer can be compared to those of the adult education teacher. Both have the same responsibility -- to assist adults to learn and grow personally and professionally. The staff developer is an adult education teacher.

Final Comment

Staff development can be an effective strategy for enhancing and improving linkages. Yet, as have been explained, it is not a single shot at improvement. It is most effective as an on-going process that requires leadership, resources, involvement, planning and commitment.



REFERENCES

1. Paul L. Franklin, The Comprehensive Employment and Training Act: A Guide for Educators (New York: The College Board, 1979), p. 6.

2. Education and CETA quoted in Paul L. Franklin, The Comprehensive Employment and Training Act: A Guide for Educators (New York: The College Board, 1979), p. 6.

3. Arthur Burrichter and Daniel L. Gardner, A Staff Development Model for Adult Educators (Boca Raton, FL: Florida Atlantic University, 1977).

4. Charles L. Mulford and Gerald E. Klonglan, Creating Coordination Among Organizations (Iowa State University), p. 3-7.

5. Lucy Madsen Guglielmino and Sandra Cole Grady, Ed. S., CETA/ Education Linkages That Work (Boca Raton, FL: Florida Atlantic University, 1981), p. 6.

6. Ibid.

7. Ibid., p. 7.

8. Ibid.

9. Daniel L. Gardner and Susan C. Gunn, Staff Development and Employment Training Programs (Boca Raton, FL: Florida Atlantic University, 1980), p. iv.

10. Daniel L. Gardner, Susan C. Gunn and Arthur W. Burrichter, Involvement . . . A Creative Process (Boca Raton, FL: Florida Atlantic University, 1981), pp. 36-39.

APPENDIX

The Comprehensive Employment and Training Act

The Comprehensive Employment and Training Act was reauthorized and amended by Congress in 1978. Its purpose is to "provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons which will result in an increase in their earned income, and to assure that training and other services lead to maximum employment opportunities..." The reauthorization of CETA resulted in increased emphasis on targeting programs to individuals most in need of services, coordination of the delivery of services and the prevention of fraud and abuse.

The ACT establishes a mechanism for a flexible, coordinated and decentralized system of state, federal and local programs.

CETA programs are primarily planned and administered by prime sponsors. A prime sponsor may be one of the following: a state, a unit of local government of more than 100,000 population, or a combination of units which meet certain criteria. The United States Department of Labor administers CETA on the national level.

Each prime sponsor must have a planning process which involves a broad spectrum of community representatives. This process must include input from the prime sponsor advisory council, local educational agencies, community based organizations, labor organizations, organizations serving women, local apprenticeship training programs, local advisory councils established under the Vocational Education Act of 1963, youth and private industry councils and post-secondary educational institutions.

A Comprehensive Employment and Training Plan (CETP) is required to apply for financial assistance. The CETP has two parts, a Master Plan and an Annual Plan. The Master Plan is a long-term agreement between the United States Department of Labor and the prime sponsor. The Annual Plan is the yearly plan for providing activities and services to the eligible population.

CETA Titles and Activities

Title I - Administrative Provisions

This title contains most of the administrative provisions which govern the implementation of all other titles in the Act. It includes a definition of prime sponsors, planning requirements, creation of advisory councils, and general provisions applicable to all titles.

Title II - Comprehensive Employment and Training Services

This title authorizes the basic employment and training programs for economically disadvantaged individuals. It is divided into five parts:

Part A: Financial Assistance Provisions. This part sets forth the forumula for allocation of funds to prime sponsors and for the Governors' Special Grants.

Part B: Training Activities for the Economically Disadvantaged. This part describes the types of programs that can be provided to assist economically disadvantaged, unemployed or underemployed adults, in-school youth, or recipients of public assistance.

The basic activities are: outreach, assessment, orientation, counseling, basic education, vocattional skill training, on-the-job training, work experience, and support services such as day care, transportation, and medical assistance.

Part B also includes the Special Grants to Governors, which provide funds to address employment issues that are generally beyond the scope of local prime sponsors. These grants are used to supplement vocational education assistance, encourage the coordination of linkages, conduct Governor's coordination and special services projects, and provide assistance to the State Employment and Training Council.

Part C: Upgrading and Retraining. Part C provides for up-grading the skills of individuals employed in low-paying jobs, and for retraining persons who have received notice of a lay-off.

Part D: Transitional Employment Opportunities. This part authorizes Public Service Employment (PSE) for economically disadvantaged individuals who have been unemployed for 15 weeks or who are recipients of public assistance. The program combines PSE with other employment and training activities. Training and services may be in the form of classroom or individualized skills or employability skill development.

Title III - Special Federal Responsibilities

Title III provides funding for employment and training programs throughout the country which serve national target groups or which are pilot, demonstration projects. It includes funding for programs designed to serve native American and migrant and seasonal farm workers, veterans, the handicapped, older workers, displaced homemakers, and other groups which face particular disadvantages in specific and general labor markets. This Title also authorizes the Secretary of Labor to conduct labor market research, evaluation, and technical assistance.

Title IV - Youth Programs

Title IV authorizes programs for economically disadvantaged in-school and out-of-school youths.

Part A: Youth Employment Demonstration Programs: These programs are designed to test the relative effectiveness of different ways of dealing with the structural unemployment problems of youths in different local contexts.

SUBPART 1: Youth Incentive Entitlement Pilot Projects. Funds are awarded to prime sponsors on a competitive basis for programs providing part-time employment to economically disadvantaged youth as an incentive to return to school or remain in school.

SUBPART 2: Youth Community Conservation and Improvement Projects. Employment and training for eligible youth are provided through community conservation and improvement projects.

SUBPART 3: Youth Employment and Training Programs. This subpart authorizes employment and training programs for disadvantaged youth, supplementing Title IIB. Twenty-two percent of the funds must be used in conjunction with local educational agencies.

Part B: Job Corps. The Job Corps serves economically disadvantaged young men and women who can benefit from an intensive program operated in a group setting.

Part C: Summer Youth Program. Eligible youth are provided with useful work and basic education or training during the summer months.

Title V - National Commission for Employment Policy.

This title creates a national commission to conduct studies and advise the President and Congress on national employment and training policy.

Title VI - Countercyclical Public Service Employment Program

Title VI provides funds to prime sponsors for public service employment jobs during periods of economic recession. The level of funding for this title rises and falls with the unemployment rate.

Title VII - Private Sector Opportunities for the Exonomically Disadvantaged

This title provides funds for prime sponsors to work with private business and industry to create unemployment and training programs in the private sector for the economically disadvantaged person. Programs under this title are planned and implemented jointly by prime sponsors and a Private Industry Council appointed by the prime sponsor.

Title VIII - Young Adult Conservation Corps

This title provides funds to the State to employ youth in conservation and recreational development projects on federal, state, and local public land.

Taken from:

Guglielmino, Lucy Madsen and Grady, Sandra Cole, Eds. CETA/ Education Linkages That Work. Boca Raton, FL: Florida Atlantic University, 1981.

FLORIDA ADULT EDUCATION PROGRAM SUPPORT

Programs are provided through federal and state funding.

- "THE ADULT EDUCATION ACT" is federal legislation that expands educational opportunities for adults and encourages the establishment of programs of adult education that will:

  1. enable all adults to acquire basic skills necessary to function in society,

  2. enable adults who so desire to continue their education to at least the level of completion of secondary school, and

  3. to make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

- "THE ADULT GENERAL EDUCATION ACT" is Florida legislation to provide leadership and financial support to encourage and assist local educational agencies and other governmental agencies and non governmental agencies in the establishment and maintenance of adult education programs. Adult General Education means a program of courses designated to serve the general educational needs of adults as individuals, as parents, as members of a family and as citizens. Such programs shall serve as linking agents to lifelong learning opportunities and shall include:

  1. basic skills education courses in the language arts (including English for persons who speak other languages) mathematics, natural and social sciences, health and consumer education as well as courses that will enable adults to functional in society;

  2. secondary education courses for high school credit leading to the award of a high school diploma by the local education agency as well as courses that will enable adults to become more employable, productive and responsible citizens;

3. review courses in preparation for taking the General Educational Development Examination Test to earn a Florida High School Diploma; and

4. courses and activities available for Certificate of Completion recipients by participation in the statewide assessment program with utilization of the state minimum performance standards and the adult performance literacy model.

- The "COMMUNITY INSTRUCTIONAL SERVICES" program is supported by the State of Florida for educational activities, courses, and programs based on significant community problems related to: the environment, health, safety, human relations, government, child rearing and consumer economics and homemaking.

Resource Persons/Staff Development

The following persons are experienced in Staff Development and familiar with joint programs between Adult Education and CETA:

Jeannette Bacon
Reading Resource Teacher
Adult Education
Leon County Schools
2757 S. Pensacola St.
Tallahassee, FL 32304

Dr. Arthur W. Burrichter
Professor
Adult-Community Education
Florida Atlantic University
Boca Raton, FL 33431

Cynthia Clear
Coordinator, Individualized
Manpower Training System
Atlantic Vocational Center
4700 Coconut Creek Parkway
Coconut Creek, FL 33066

Dr. Daniel L. Gardner
Assistant Professor
Adult Education
Florida Atlantic University
Boca Raton, FL 33431

Dr. Lucy M. Guglielmino
Educational Consultant
734 Marble Way
Boca Raton, FL 33432

Susan C. Gunn
Staff Development
Coordinator
Adult Education
Florida Atlantic University
Boca Raton, FL 33431

Phyllis Hardaway
Adult Basic Education
Pensacola Junior College
1000 College Blvd.
Pensacola, FL 32504

Laura Jackson
Coordinating Teacher
Adult Education Center
1235 15th Street
West Palm Beach, FL 33407

Dale Jenkins
Adult Basic Education
Pensacola Junior College
1000 College Blvd.
Pensacola, FL 32504

Larry Krause
Education Specialist
Vocational/Technical
& Adult Education
917 N.W. 1st Street
Fort Lauderdale, FL 33311

Marsha Lawson
Special Projects Manager
Center for Career Development
Service
Department of Education
Knott Building
Tallahassee, FL 32304

Dr. Donald G. MacKenzie
Associate Professor
College of Education
Florida Atlantic University
Boca Raton, FL 33431

Sue Mincey
Director, Adult Education
3585 S. Central Avenue
Flagler Beach, FL 32036

Dave Murray
Science Resource Teacher
Instruction Division
Brevard County Schools
1274 S. Florida Avenue
Rockledge, FL 32955

Lelia Oliver
Training Coordinator
Division of Employment
and Training
Suite 507, Plaza Building
Pace Blvd at Fairfield Drive
Pensacola, FL 32505

Gregory M. Olson
Curriculum Resource Teacher
Orange County Schools
434 N. Tampa Avenue
Orlando, FL 32802

Anita Rodgers
Training Manager
Orange County CETA
618 E. South Street
Orlando, FL 32801

Elizabeth Singer
Adult Basic Education
Brevard County Schools
1274 S. Florida Avenue
Rockledge, FL 32955

James Stephens
Community School Director
Lee County District School
Board
2055 Central Avenue
Fort Myers, FL 33901

Dr. Ellen West
Adult Education
619 E. University Avenue
Gainesville, FL 32601

Dr. Don White
Training Coordinator
Broward Employment
and Training Administration
330 North Andrews Avenue
Fort Lauderdale, FL 33301

FLORIDA ATLANTIC UNIVERSITY'S Resources for Adult Education Staff Development

Alternatives for Staff Development of Adult Educators

By Arthur Burrichter and Daniel Gardner

This is a comprehensive guide for the staff development. It includes recommendations for planning, conducting, and evaluating staff development activities. It also includes twenty-six different workshop activities, a self-assessment inventory, and several needs assessment instruments.

Adult Education Self Assessment Inventory

By Arthur Burrichter and Daniel Gardner

This inventory is designed to be a professional and personal growth invitation. It includes sixty-nine items which directly relate to ten essential adult educator competencies.

Teaching Adult Learners - An Assessment, A Resource

By Susan Gunn, Daniel Gardner, & Arthur Burrichter

This booklet is an opportunity for adult educators to respond to important questions relating to adult learning, community development, curriculum design, instructional skills, and interpersonal relationships. This self-assessment contains information, learning approaches, and resources for professional growth.

Involvement . . . A Creative Process

By Daniel L. Gardner, Susan Gunn, & Arthur Burrichter

This report describes a statewide staff development project for adult education teachers. It includes copies of programs, agendas, and evaluation forms useful for staff developers.

Staff Development Needs for Cooperative Adult Education and Employment and Training Programs

By Daniel L. Gardner and Susan C. Gunn

This reports a survey discerning needs for joint adult education and CETA staff development efforts. The findings are useful for staff developers concerned with this area.

Information about these resources may be obtained by writing:

Adult Education, Florida Atlantic University
Boca Raton, Florida 33431

Selected Resources:

Center for Community Change. The Comprehensive Employment and Training Program Action Guide. Washington, D.C: Publications, 1979.

Florida Department of Education. Adult Illiteracy and Undereducation: The Costs to Florida's Citizens of Wasted Human Resources. Tallahassee, Florida: Adult and Community Services Section, 1977.

Franklin, Paul L. The Comprehensive Employment and Training Act: A Guide for Educators. New York: The College Board, 1979.

Mulford, Charles L. and Klonglan, Gerald E. Creating Coordination Among Organizations. Ohio: North Central Regional Publication, 1980, 1979.

F.I.E.L.D. CETA/Education Linkages That Work. Boca Raton, Florida: Florida Atlantic University, 1981.

OTHER RESOURCES FOR THE STAFF DEVELOPER:

The Adult Educator - A Handbook for Staff Development
by Harry G. Miller & John R. Verduin, Jr.
Gulf Publishing Company, Houston, 1979

The Conference Book
by Leonard Nadler & Zeace Nadler
Gulf Publishing Company, Houston, 1977

Doing Continuing Education and Staff Development
by Armand Lauffer
McGraw-Hill Book Company, New York, 1978

The DOITTOIT Primer
by G. Binky Hart & Ann M. Wheeler
Teachers Education Projects, Florida State University
Tallahassee, Florida, 1977

Helping Others Learn - Designing Programs for Adults
by Patricia A. McLagan
Addison-Wesley Publishing Company, Reading, Mass., 1978

In-Service Training: Philosophy, Processes, and Operational Techniques
by Charles E. Kozoll & Curtis Ulmer
Prentice-Hall, Inc., Englewood Cliffs, N.J., 1972

Planning, Conducting, Evaluating Workshops
by Larry Nolan Davis & Earl McCallon
Learning Concepts, Austin, Texas, 1974

Staff Development: Inservice Training
Learning Modules for Adult Educators
Texas A&M University, College Station, TX, 1977

CETA Agencies and Adult Education Agencies
by Florida Counties

COUNTY	CETA AGENCY	ADULT EDUCATION AGENCY
ALACHUA	Comprehensive Employment and Training Program Alachua County Commission Post Office Box 1287 Gainesville, Florida 32602	Alachua County Adult Education Center Alachua County Schools 619 East University Avenue Gainesville, Florida 32601
BAKER	Manpower Division Northeast Manpower Consortium Department of Human Resources 135 Riverside Avenue Jacksonville, Florida 32202	Vocational and Adult Education Baker County Schools 392 South Boulevard, East Macclenny, Florida 32063
BAY	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Shaw Adult Center Bay County Schools 162 Detroit Avenue Panama City, Florida 32401
BRADFORD	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Bradford County Schools 609 North Orange Street Starke, Florida 32091
BREVARD	Special Programs Department Brevard County Commission 2555 North Courtney Parkway Suite 30 Merritt Island, Florida 32952	Adult and Community Education Brevard County Schools 1274 South Florida Avenue Rockledge, Florida 32955
BROWARD	Broward Employment and Training Administration 330 North Andrews Avenue Fort Lauderdale, Florida 33301	Adult and Community Education Broward County Schools 701 South Andrews Avenue Fort Lauderdale, Florida 33312
CALHOUN	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Schools Calhoun County Schools 614 Main Street Blountstown, Florida 32424

COUNTY	CETA AGENCY	ADULT EDUCATION AGENCY
CHARLOTTE	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Community and Adult Education Charlotte County School 801 Northwest Aaron Street Port Charlotte, Florida 33952
CITRUS	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Community Program Citrus County Schools 504 West Grace Street Inverness, Florida 32605
CLAY	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult and Community Education Clay County Schools Post Office Box 488 Green Cove Springs, Florida 32043
COLLIER	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Collier County Schools 3710 Estey Avenue Naples, Florida 33940
COLUMBIA	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education and Community Schools Columbia County Schools Post Office Box 1148 Lake City, Florida 32055
DADE	South Florida Employment and Training Administration Metropolitan Dade County Manpower Planning Council 7880 Biscayne Boulevard Miami, Florida 33138	Health Occupations Building Dade County Schools 1450 Northeast Second Avenue Miami, Florida 33132
DESOTO	Heartland Employment and Training Administration, Inc. 1525 Edgewater Beach Drive Bartow, Florida 33830	Adult & Vocational Education Desoto County Schools Post Office Drawer 1460 Arcadia, Florida 33821

COUNTY	CETA AGENCY	ADULT EDUCATION AGENCY
DIXIE	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Vocational and Adult Education Dixie County Schools Post Office Box 42 Cross City, Florida 32628
DUVAL	Manpower Division Northeast Manpower Consortium Department of Human Resources 135 Riverside Avenue Jacksonville, Florida 32202	Occupational and Adult Continuing Education Florida Junior College Universal Marion Building, Room 1508 21 West Church Street Jacksonville, Florida 32202
ESCAMBIA	Department of Health and Social Services Escambia County Commission Office Plaza Building, Room 503 Pace Boulevard at Fairfield Pensacola, Florida 32505	Adult Education Escambia County Schools 1000 College Boulevard Pensacola, Florida 32504 Adult Education Escambia County Schools 5402 Lillian Highway Pensacola, Florida 32504
FLAGLER	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult, Community and Vocational Education Flagler County Schools Post Office Box 755 Bunnell, Florida 32010
FRANKLIN	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Vocational and Adult Education Franklin County Schools Avenue "J" and 14th Street Apalachicola, Florida 32320
GADSDEN	Leon/Gadsden Consortium Department of Human Resources 603 North Boulevard Tallahassee, Florida 32301	Vocational and Adult Education Gadsden County Schools Post Office Box 818 Quincy, Florida 32351
GILCHRIST	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Vocational and Adult Education Gilchrist County Schools Post Office Box 67 Trenton, Florida 32693

COUNTY	CETA AGENCY	ADULT EDUCATION AGENCY
GLADES	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Glades County Schools Post Office Box 459 Moore Haven, Florida 33471
GULF	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Gulf County Schools Centennial Building Port St. Joe, Florida 32456
HAMILTON	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Vocational, Technical and Adult Education Hamilton County Schools Post Office Box 1059 Jasper, Florida 32052
HARDEE	Heartland Employment and Training Administration, Inc. 1525 Edgewater Beach Drive Bartow, Florida 33830	Vocational & Adult Education Hardee County Schools 1001 North 6th Avenue Wauchula, Florida 33873
HENDRY	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Vocational & Adult Education Hendry County Schools 475 East Osceola Avenue Clewiston, Florida 33440
HERNANDO	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult & Community Education Hernando County Schools 1036 Varsity Drive Brooksville, Florida 33512
HIGHLANDS	Heartland Employment and Training Administration, Inc. 1525 Edgewater Beach Drive Bartow, Florida 33830	Vocational, Technical and Adult Education Highlands County Schools 600 West College Drive Avon Park, Florida 33825

COUNTY	CETA AGENCY	ADULT EDUCATION AGENCY
HILLSBOROUGH	Hillsborough County Employment and Training Department 112 East Cass Street Tampa, Florida 33602 City of Tampa Division of Employment and Training 301 North Florida Street Tampa, Florida 33602	Adult Education and Community Schools Hillsborough County Schools 2309 Mitchell Avenue Tampa, Florida 33602
HOLMES	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Holmes County Schools Post Office Box 428 Bonifay, Florida 32425
INDIAN RIVER	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Vocational and Adult Education Indian River County Schools Post Office Box 2648 Vero Beach, Florida 32960
JACKSON	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Jackson County School Board 455 Guyton Street Marianna, Florida 32446
JEFFERSON	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Vocational and Adult Education Jefferson County Schools Post Office Box 499 Monticello, Florida 32344
LAFAYETTE	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Lafayette County Schools Lafayette High School Mayo, Florida 32066

COUNTY	CETA AGENCY	ADULT EDUCATION AGENCY
LAKE	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education & Special Programs Lake County Schools 201 West Burleigh Boulevard Tavares, Florida 32778
LEE	CETA Program Lee County Commission Post Office Box 398 Fort Myers, Florida 33902	Adult & Community Education Lee County Schools 3800 Michigan Avenue Fort Myers, Florida 33901
LEON	Leon/Gadsden Consortium Department of Human Resources 603 North Boulevard Tallahassee, Florida 32301	Adult General Education, County-wide Leon County Schools 2757 West Pensacola Street Tallahassee, Florida 32304
LEVY	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Community/Adult Education Levy County Schools Post Office Box 128 Bronson, Florida 32621
LIBERTY	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Liberty County Schools Post Office Box 428 Bristol, Florida 32321
MADISON	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Madison County Schools North Florida Junior College Madison, Florida 32340
MANATEE	Department of Human Services Post Office Box 1138 Bradenton, Florida 33506	Adult Education Manatee County Schools 5603-34th Street, West Bradenton, Florida 33507
MARION	CETA Program Marion County Commission Post Office Box 1030 Ocala, Florida 32670	Vocational and Adult Education Marion County Schools Post Office Box 670 Ocala, Florida 32670

COUNTY	CETA AGENCY	ADULT EDUCATION AGENCY
MARTIN	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Martin County Schools 50(East Ocean Boulevard Stuart, Florida 33494
MONROE	South Florida Employment and Training Administration Metropolitan Dade County Manpower Planning Council 7880 Biscayne Boulevard Miami, Florida 33138	Adult and Community Education Monroe County Schools Key West High School 2100 Flagler Avenue Key West, Florida 33040
NASSAU	Manpower Division Northeast Manpower Consortium Department of Human Resources 135 Riverside Avenue Jacksonville, Florida 32202	Adult Education Nassau County Schools 209 Cedar Street Fernandina Beach, Florida 32034
OKALOOSA	Human Resources Okaloosa County Commission County Courthouse Annex Shalimar, Florida 32579	Adult Studies Okaloosa-Walton Junior College Niceville, Florida 32578 Adult Education Okaloosa County Schools 120 Lowery Place Fort Walton Beach, Florida 32548
OKEECHOBEE	Heartland Employment and Training Administration, Inc. 1525 Edgewater Beach Drive Bartow, Florida 33830	Adult and Vocational Education Okeechobee County Schools 100 Southwest Fifth Avenue Okeechobee, Florida 33472
ORANGE	CETA Office 215 East Jackson Street Orlando, Florida 32801	Adult Education Orange County Schools Post Office Box 271 Orlando, Florida 32805
OSCEOLA	Heartland Employment and Training Administration, Inc. 1525 Edgewater Beach Drive Bartow, Florida 33230	Occupational Education Osceola County Schools Post Office Box 370 Kissimmee, Florida 32741

COUNTY	CETA AGENCY	ADULT EDUCATION AGENCY
PALM BEACH	Palm Beach County Employment and Training Administration Post Office Box 1989 West Palm Beach, Florida 33402	Adult and Community Education Palm Beach County Schools 3323 Belvedere Road West Palm Beach, Florida 33402
PASCO	Manpower Administrator Pasco County Manpower Division Pasco County Commission 1109½ North 14 Street Dade City, Florida 33525	Adult Education Pasco County Schools 2609 U.S. Highway 41, North Land O' Lakes, Florida 33539
PINELLAS	CETA Program Department of Grants Development 315 Court Street Clearwater, Florida 33516	Adult Education Pinellas County Schools 709 Mirror Lake Drive St. Petersburg, Florida 33701
POLK	Heartland Employment and Training Administration, Inc. 1525 Edgewater Beach Drive Bartow, Florida 33230	Adult Education Polk County Schools Post Office Box 391 Bartow, Florida 33830
PUTNAM	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Community and Adult Education Putnam County Schools Post Office Box 797 Palatka, Florida 32077
ST. JOHNS	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education St. Augustine Vocational Technical School St. Johns County Schools Collins Avenue at Del Monte St. Augustine, Florida 32084
ST. LUCIE	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Indian River Community College 3209 Virginia Avenue Ft. Pierce, Florida 33451

COUNTY	CETA AGENCY	ADULT EDUCATION AGENCY
SANTA ROSA	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult, Vocational and Technical Education Santa Rosa County Schools Post Office Box 271 Milton, Florida 32570
SARASOTA	Sarasota County CETA Office Sarasota County Commission Post Office Box 8 Sarasota, Florida 33577	Adult Education Sarasota Vocational Technical Center Sarasota County Schools 4748 Beneva Road Sarasota, Florida 33581
SEMINOLE	Seminole County Manpower Division Seminole County Courthouse 101 East First Street Sanford, Florida 32771	Adult and Continuing Education Seminole Community College Sanford, Florida 32771
SUMTER	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult and Community Education Sumter County Schools Post Office Box 428 Bushnell, Florida 33513
SUWANNEE	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Suwannee County Schools 415 Southwest Pinewood Drive Live Oak, Florida 32060
TAYLOR	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Taylor County Vocational Technical Center Taylor County Schools South U.S. Highway 12 Perry, Florida 32347
UNION	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult and Community Education Union County Schools Union County High School 1000 South Lake Avenue Lake Butler, Florida 32054

COUNTY	CETA AGENCY	ADULT EDUCATION AGENCY
VOLUSIA	Division of CETA Administration Volusia County Council 724 South Segrave Daytona Beach, Florida 32014	Adult and Compensatory Education Daytona Beach Community College Post Office Box 1111 Daytona Beach, Florida 32015
WAKULLA	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Wakulla County Schools Post Office Box 265 St. Marks, Florida 32355
WALTON	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Studies Okaloosa-Walton Junior College Niceville, Florida 32578
WASHINGTON	Balance of State Division of Employment and Training 1320 Executive Center Drive Tallahassee, Florida 32301	Adult Education Washington County Schools Washington-Holmes Vocational, Technical Center Chipley, Florida 32428